**K-5 LIBRARY CURRICULUM REVIEW**

**MEETING NOTES**

**November 3, 2011**

Which information literacy skills should students be proficient at by the end of 5th grade? (important points bolded)

* **Be able to distinguish between fiction and non-fiction books/materials and when each is appropriate to use.**
* Be able to site source – basic concept
* Cite sources in manner appropriate for grade level
  + Super 3/Big 6 (or some version of this).
* Selects materials/information from a variety of sources; cultural backgrounds. Compare/contrast media vs. print sources.
* **Choose the appropriate resources by level, currency, topic, legality (copyright), bias, usefulness, accuracy.**
* Recognize plagiarism and copyright
  + Does not plagiarize – follows fair use policies.
  + ID copyright and understands need for.
* **Select relevant resources**
* **Utilize a variety of databases (encyclopedia, library catalog, EBSCO, etc.**
* Uses a facility with others appropriately and respectfully.
* **Internet Safety, website evaluation.**
  + Choose books/resources of personal interest and know how to locate them.
  + Conduct online research following AUP
  + Understands need for library and technology ethics.
* **Identify subjects/genres of interest to them.**
* Able to produce/display learning/interact effectively using 21st century tools.
  + Rules for civil discourse in a global dialog/community.
* Ability to locate credible, relevant information online.
* Can use new/emerging technologies to locate resources and re-teach same skills.
* Identify a topic/keyword.
* Locate needed materials/information
* Move with agility among communication formats – social networking, concepts of intellectual/artistic property esp. online, blogging.
  + Evaluate for accuracy, relevance, etc
* Use reference tools effectively – both print and online
  + Can they find tutorials, FAQs, etc.
* Uses text & illustration/maps/graphics to gather information.
* Does no trash the library
* Can ID what have learned and set self goals on what may want to learn next – starting life long learning goals.
* Considers topics both obvious and also the “what ifs” – not obvious.
* Ability to create a project from their learning.
* Recognize similarities between libraries as in locating materials/sections, fiction by author, etc. Being able to take location skills to new library and use them.

How will you know if they are proficient?

* Adding LIT compound to class project rubrics > collaboration
* Can ID, locate, and use information/materials needed.
* Use of a checklist
* Assessments > TRAILS, developed by teacher, etc.
* Through learning blogs
* Views library as source of information (not a game room).
* Ability to create a project from their learning.
* Rubrics – ***collaborate with classroom teachers*** to assign grades.
* Excited to learn; to do projects, eager to learn.
* Observation – are they competent and confident or … not?

Debrief - Know and be able to do:

* Citizenship – utilizing a public facility - appropriate
  + Research steps
  + Source evaluation, citing
* Responsibility
  + Lifelong learning skills
* Organization
  + Transfer library/literacy skills to other environments.
* Level of voice
  + Filtering (of information).
  + Navigating skills
  + Transfer/transmit literacies.
    - Present information in a way that captures audience’s attention.
* Media literacy
  + Identify subject and genres
    - Personal interest
  + Internet safety and etiquette.
    - Without fear
  + Digital footprint
  + Choose appropriate resources …bases on….
  + Distinguish between fiction and non-fiction.
  + Utilize a variety of databases.
* Proficient?
  + Project bases learning using rubrics.
    - Adding LIT component to teacher rubric.
  + TRAILS 3
  + Checklist
  + Observation – reportable
  + Peer assessment
  + Production
  + Portfolio
* Role: teaching and supporting teachers to impact student learning
  + Cleaning up after